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ABSTRACT

Issues concerning mentoring for women in higher education are discussed. After identifying benefits of mentoring for the protege, the mentor, and the institution, barriers to traditional mentoring for women are considered. Attention is directed to why men may hesitate to mentor women students and faculty, why female mentors are hard to find on campus, and why some women may exclude themselves from mentoring relationships. In addition, new approaches to mentoring for women are considered, including multiple mentors, networks, and paper mentors. Information is also provided on the following questions: how to decide if mentoring is needed, how to be selected by mentors, and how to be a mentor. Consideration is also focused on the following groups of women with special needs: women in nontraditional fields, older women, minority women, and disabled women. Five model programs are described that cover the following: an informal institution-wide approach, research mentors for minority and women faculty, the career cooperative, a career development program for women students, and a peer advising program for women students. Additional recommendations are offered for colleges, as well as for associations, disciplinary groups, and other organizations. Reference notes, a bibliography, and a list of information sources are appended. (SW)

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ACADEMIC MENTORING FOR WOMEN STUDENTS AND FACULTY: A NEW LOOK AT AN OLD WAY TO GET AHEAD

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THE NEED FOR MENTORING

"The vast majority of academics who survive graduate school, credentialing and publishing are either men, or women who have been and continue to be selected and trained by men."
(Lionel S. Lewis, *Scaling the Ivory Tower: Merit and its Limits in Academic Careers*, Johns Hopkins University Press, 1975)

"Women suffer greatly from lack of advice and encouragement. [A woman] is not told that if she doesn't take certain hard courses she will be handicapping herself . . . [or] that choice of thesis advisor is the most important decision she will have to make not only in terms of her degree but also future job possibilities . . . There is still the feeling that you can't invest time and interest in women students as you do with men students."
(Response to Call for Information)

"The history profession operates in large measure by unwritten rules and historians who have had no coaching in these folkways often come to grief. The AHA (American Historical Association) Committee on Women Historians decided that unwritten rules often lead to inequity and it set out to reveal the most important rules and customs."
(Foreword, *A Survival Manual for Women (And Other) Historians*, Committee on Women Historians, American Historical Association, 1980)

INTRODUCTION

Ten years ago, the major problem for women on campus was initial access. For women students, this meant admission to an undergraduate or graduate program; for women faculty, it meant being hired at an entry-level teaching position. Now, however, with women the new majority of students and an increasing percentage of junior faculty, the major problem is advancement through academe and the professions.

Indeed, one of the more striking differences between women and men on campus is that women students and faculty are less likely to advance

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as **far** or as **fast** as their male peers. In fact, women students often suffer a **decline** in academic and career ambitions during their college years; they are less confident about their chances for success in and less likely to apply to graduate school than men of equal ability and achievement.[1] Women faculty, meanwhile, remain clustered at lower ranks in non-tenure-track positions and/or in less prestigious institutions.[2] In science, for example, although the chances for a first faculty appointment for a woman Ph.D. are only slightly worse than those of a comparably credentialed man's, his chances of attaining tenure are 50 percent better than hers.[3]

What accounts for these disparities? The reasons are numerous and complex, but much anecdotal evidence and recent research suggests that in academe, as in the business world, success often depends not only on what you know but whom you know—not only on hard work, but also on encouragement, guidance, support and advocacy from those who are already established in the system. These persons can offer advice, constructive criticism, and provide an overview of departments, institutions or disciplines. They can warn about substantive and political pitfalls; and they can give information about, as well as entree to, informal lines of communication and a variety of professional opportunities. Such career helpers—often termed mentors or sponsors[4]—have increasingly been seen as crucial to professional development in general. The help they provide can be especially important to women's success in the postsecondary setting.[5]

Academics, like other professionals, operate primarily through "colleague systems."[6] Standards for professional behavior and criteria for evaluating teaching, research and publications are largely determined by "unwritten" rules handed down from one generation of scholars to the next,[7] and communicated informally from one colleague to another. Interrelated networks of senior persons—both within institutions and across the disciplines—not only determine in an informal way what issues are considered important, what journals prestigious and what research valued; they also often control access to positions, publications and promotions on the strength of their own reputations and their shared contacts. Those who are already established tend to act as "gatekeepers." Admission to and advancement through a colleague system is easier when newcomers have the support of an already-established member of the system, and thus are presumed to fit the system's shared norms and standards. In order for newcomers to succeed, merit alone is rarely enough; they must also be "socialized" into the profession.

Women students and faculty, as well as other "nontraditional" students and professors, may be most in need of mentoring—but least likely either to seek or to find it. In part because of their "outsider" status, women may lack knowledge of how the system works and where they are within it, especially in terms of its informal operations. As one professor explains,

> [M]en make the rules that determine who gets tenure. Because they have been socialized differently from men, woman are ill-equipped to see the kinds of hurdles that must be overcome in order to be allowed into the select fraternity. The rules are seldom verbalized, but the politically naive woman discovers them all too often in the breaking of them.[8]

Indeed, academic women may need to learn the unwritten rules of their profession not only to **pursue**, but even to **formulate** their goals—to get a clear picture of what their own situation is in their department, institution and discipline, and to determine whether the approach they are taking is working for them.[9] A woman student, for example, may need assistance with matters such as the following:

- What courses should she take in preparation for graduate school or a specific career?
- How can she maximize her chances for acceptance into the best professional school for her needs? What schools should she consider? Which are most hospitable for women?
- What can she do to maximize her chances for getting a grant, fellowship or research assistantship—and which are the best ones to try for?

A woman faculty member may have questions such as these:

- Is it best for her to publish her dissertation as several short articles or as a single book?
- How can she get the most mileage out of association meetings?
- Which of the formal criteria for tenure are weighed most heavily in her department—and what "unwritten" criteria are brought to bear?

Help with these and other questions will vary substantially among disciplines, departments and institutions; often, it can be obtained primarily from mentors or sponsors.

However, the mentoring system as it currently operates in academe generally tends to bolster the professional development of men, but to deny women the same help in advancement. Members of professional peer systems tend to choose persons most like themselves as proteges—but to overlook (or actively exclude) newcomers who are "different." In higher education, where senior faculty and administrators are predominantly white and male, women and minorities[10] are frequently excluded from the long-established informal systems through which senior persons socialize their successors. Indeed, these systems have tended to function as "old boys' networks" in which male mentors guide and foster male mentees.[11]

This is especially unfortunate, because as newcomers women most need the informal knowledge and contacts mentors can provide. Indeed, being "chosen" or "annointed" as the protege of a senior person can have a special significance for women. Many women still approach postsecondary study and some professional areas with some conflict between the desire for accomplishment and limited preconceptions about what a woman should—or can—do. Women often don't receive the same support for professional achievement as men do, and encouragement from others can be especially influential.[12] Indeed, several studies indicate that women students can benefit immeasurably from a close working relationship with a faculty member, and that women consider individual faculty encouragement and support to be more important than men do.[13] Similarly, high turnover rates and slow advancement of junior women faculty may be attributed in part to lack of informal encouragement and to professional isolation.[14]

Insufficient informal guidance and sponsorship has been cited as especially damaging for women graduate students, who are at the point of transition between student and professional, and must begin to build a professional identity.[15] It has also been considered a significant factor in women undergraduates' lack of realistic career planning, avoidance of nontraditional fields and lack of confidence about their potential for academic and career success.

Individuals, institutions, associations and professional organizations can take any number of steps to encourage the mentoring of women by men and women at all levels. Moreover, they can help promote alternatives to give women access to the information and assistance "traditional" mentoring often provides. These include facilitating multiple helping relationships with peers and subordinates as well as senior people; fostering networks, career cooperatives and formal and informal gatherings on how to achieve in the system; and developing written materials designed to provide newcomers with inside information on the steps to advancement within a department, institution or discipline. Much that has been learned about mentoring in the business world can also be used to help women on campus; in turn, women who learn how to develop and use mentoring relationships on campus will be more able to do the same in business and the professions.

MENTORING IN ACADEME: DEFINITIONS AND DILEMMAS

In general, the history of traditional mentoring has seemingly been a history of relationships between men.[16] The term arose in Homer's *Odyssey* as the name of King Ulysses' trusted friend—Mentor—who, in Ulysses' absence, nurtures, protects and educates Ulysses' son, Telemachus. Mentor also introduces Telemachus to other leaders and guides him in assuming his rightful place. Thus, Mentor's instruction goes far beyond the teaching of specific skills: it encompasses personal, "professional," and civic development—development of the whole person to full capacity, and integration of that person into the existing hierarchy through socialization to its norms and expectations.

Daniel Levinson, in *The Seasons of a Man's Life*,[17] provides an overview of what a mentor can do. A senior, experienced person chooses a younger person as his (sic) protege and teaches specific skills; develops the protege's intellectual abilities; intervenes to facilitate the protege's entry and advancement; serves as a host and guide who welcomes the newcomer into his profession, shows him how it operates, and introduces him to its most important players; provides advice, encouragement and constructive criticism; and serves as an exemplar who embodies values and an approach to professional endeavor and personal life that the protege can emulate.

Levinson sees the mentor as both parent and older peer, whose efforts and special concern push the protege toward realizing full potential. He describes the mentoring relationship as spontaneous, exclusive, long-lasting—and so intense that when the protege has "arrived" or "become his own man" a complete breach often follows. As many point out, Levinson's model of mentoring largely excludes women. Levinson notes that women have less mentoring than men in part because "[b]eing a woman's mentor is hardly imaginable to many men," and there are few women in senior positions who might serve as mentors.[18]

In academe, the primary model for mentoring has been the sometimes lifelong relationship that can develop between an undergraduate or graduate student and a "special" professor. Ideally, the professor takes the novice under his or her wing; helps the person set goals and standards and develop skills; protects the novice from others in a way that allows room for risk and failure; facilitates the novice's successful entry into academic and professional circles; and ultimately passes on his or her work to the protege.

BENEFITS OF MENTORING

BENEFITS FOR THE PROTEGE

Proteges can gain a host of benefits from a lasting relationship with a single mentor—and also from more limited relationships that address needs for particular skills or information. Many of these are especially important for women students and faculty (and for other nontraditional members of the academic community) and include elements such as:

- individual recognition and encouragement;
- honest criticism and informal feedback;
- advice on how to balance teaching, research and other responsibilities and set professional priorities;
- knowledge of the informal rules for advancement (as well as political and substantive pitfalls to be avoided);
- information on how to "behave" in a variety of professional settings;
- appropriate ways of making contact with authorities in a discipline;
- skills for showcasing one's own work;
- an understanding of how to build a circle of friends and contacts both within and outside one's institution; and
- a perspective on longterm career planning.

In addition to advice and information, the protege often benefits by the mentor's direct intervention or through the mentor's own connections and contacts. For example, the mentor may:

- involve the protege in joint projects or get support for a protege's research;
- introduce the protege to top authorities in the field;
- "talk up" the protege's research to senior colleagues;
- nominate the protege for awards or prizes; and
- support the protege for promotion or tenure.

A protege often benefits **indirectly** as well: because the mentor is respected, established and powerful, a protege frequently enjoys the mentor's "reflected power"[19] which confers special status and acceptance by others. Moreover, the protege may also gain a deeper sense of teaching and research as a "vocation" to which he or she will contribute in turn.

BENEFITS FOR THE MENTOR

While it may sound like the mentee is getting all the benefits, this is not the case: the mentor, sponsor or other helper gains many benefits as well such as:

- the satisfaction of helping in the development of another person who may carry on his or her own work;
- ideas for and feedback about his or her own projects from a junior person who is eager to learn and committed to the project's success;
- a network of former mentees at other institutions who can collaborate on projects and help place students—thus increasing the mentor's power and visibility; and
- becoming part of an expanded network of colleagues, especially if the mentor takes part in a formal mentoring program. (This can be particularly important for women faculty, who are often isolated from senior women in other departments on their own campus.)[20]

BENEFITS FOR THE INSTITUTION

Institutions as well as individuals have much to gain by fostering a climate or developing specific programs to aid in mentoring. Effective mentoring can:

- increase productivity and commitment, especially of students and junior faculty;
- help prevent attrition of graduate students and faculty—especially women, minorities and persons from other special population groups;
- encourage cooperation and cohesiveness for those involved in mentoring relationships; and
- increase the likelihood that students or faculty who **do** leave (especially when promotion or tenure is denied) will feel that they have been given the skills to aid them in becoming successful elsewhere. (Thus, they are more likely to be ambassadors for—rather than critics of—their initial institution, and to support it in recruitment and fundraising efforts.)[21]

BARRIERS TO "TRADITIONAL" MENTORING FOR WOMEN ON CAMPUS

Opportunities for developing specific kinds of mentoring relationships may vary considerably with institutional size and type—as may the "rules" for negotiating those systems. Currently a number of factors make this special kind of support both more necessary and more difficult. The large and impersonal nature of many research institutions, for example, may leave students and junior faculty alike "lost in the crowd." Moreover, current constraints on the number of tenured posts at large universities and small colleges have left some senior professors concerned about protecting their own positions and reluctant to build close relationships with junior colleagues. While these recent problems may make it more difficult for any junior persons to participate in mentoring relationships, women and minorities face longstanding barriers to being chosen as proteges and to serving as mentors.

WHY MEN MAY HESITATE TO MENTOR WOMEN STUDENTS AND FACULTY

> ***"I expected the graduate experience to be different. I expected that my major advisor would be my mentor. I have received very little time. I have noticed that male students seem to develop different kinds of relationships with professors and get more help and support."***
>
> (Female Student, *Women Students at Berkeley: Views and Data on Possible Sex Discrimination in Academic Programs*, June 1977.)

> ***"...[T]he tenure situation for women is more difficult than it is for men... The women faculty don't have quite the system for developing as men, in terms of assisting them to get research going, assisting them to get research grants, assisting them to do a whole host of factors which... you will not find out about unless you have someone in the college to talk to."***
>
> (Faculty woman, Psychology, *Division News*, University of Maryland, Division of Behavioral and Social Sciences, Feb. 1980.)

Several studies and much anecdotal evidence indicate that men faculty have tended to affirm students of their own sex more than students of the other sex,[22] and to see men—but not women—as capable of exceptional work. One professor at a prestigious eastern university, for example, "observed to his students that while female students studied hard, took excellent, well organized notes, and got good grades, the only outstanding work was done by male students."[23] Whether expressed or not, lower expectations for women may account in part for the fact that male senior faculty have been more likely to give informal encouragement to men than to women students, to pick men as teaching or research assistants—and to choose men as proteges.[24]

Moreover, the status of many women on campus—such as part-time enrollment in the case of some women students, or appointment to temporary, off-ladder or part-time positions in the case of women faculty—is often both the effect and the cause of an academic environment which makes women seem unlikely bets for future achievement and hence makes them "invisible" as candidates for mentoring.

Simultaneously, women's "overvisibility" may lead senior persons to avoid the risk of choosing a woman as a protege. Often, in settings where women are new or few, they tend to stand out because of their very difference. While a male protege may fail without anyone's noticing, "a woman's mistakes are often loudly broadcast"; consequently, to protect their own reputations, men may "maintain higher standards for female proteges than for male proteges," or exclude women altogether.[25]

Additionally, many senior men may hesitate to mentor women because they fear rumors of sexual involvement (see page 13)—especially where mentoring of women is not supported by institutional policies that make the mentoring of **all** junior persons a part of senior professors' responsibilities.

FEMALE MENTORS: WHY THEY ARE HARD TO FIND ON CAMPUS

> ***"...[T]his [lack of senior women faculty] to serve as professors or advisors has been the single most important deficit of the Ph.D. 'experience.' I have no sense that my advisor and/or department supports my professional efforts, believes in my ability or cares whether or not I succeed. I would say this feeling is more pervasive with female students."***
>
> (Woman student, "The Quality of Women's Education at Harvard University: A Survey of Sex Discrimination in the Graduate and Professional Schools," June 1980)

> ***"Like the favorite daughter in the patriarchal family, the promising woman student comes to identify with her male scholar-teacher more strongly than with her sisters. He may well be in a position to give her more, in terms of influence, training and emotional gratification, than any academic woman on the scene. In a double sense, he confirms her suspicion that she is 'exceptional'."***
>
> (Adrienne Rich, "Toward a Woman-Centered University," in Florence Howe, ed. *Women and the Power to Change*, 1975.)

The lack of senior women on most campuses is especially disheartening given findings which suggest that women who attend women's colleges (where senior women are more prevalent) generally achieve at a higher level following graduation;[26] and that women graduate students with dissertation advisors of the same sex publish more than other women.[27]

Ironically, the problem of numbers is often exacerbated because women faculty frequently find themselves simultaneously sought out by increasing numbers of women students and junior faculty, appointed to innumerable committees which need representation from women, and assigned heavier courseloads than men.[28] This "overload" not only makes it difficult for senior women to mentor their juniors, but also often impedes their own career development in research and publication. (Similar problems are faced by senior faculty from minority groups, and especially minority women, as discussed on pages 7 and 8.)

Additionally, some senior women (although their number is declining), may still identify more readily with their male peers than with women lower down on the academic and career ladder. Likely to have been mentored by men and to view the institution from a male perspective, they may see themselves as "better than most women," and as "proof" that academe is a meritocracy where differential treatment by sex does not exist. Thus they may be as likely as their male colleagues to overlook promising women students and junior faculty as potential mentees.

In addition to the problems noted above, many women's personal orientation toward influencing others may make it less likely that they themselves will actively choose mentees. Though women professors often spend more time with students, one recent study found that women faculty are much less likely than men to initiate "traditional" one-on-one mentoring relationships with them. Moreover, once such relationships are initiated—either mutually or by the student—women professors are often more reluctant than men to be directive; instead, they tend to affirm and encourage mentees to pursue their own development. Some suggest that this hesitance indicates faculty women's own lack of awareness about the mentoring process, lack of confidence, or sense of conflict about their professional role. However, as others note, it may be more a difference of style and values: that is, women may be more "nurturing" and less directive than men, and more willing to focus on the novice's—rather than their own—research interests.[29]

WHY SOME WOMEN MAY EXCLUDE THEMSELVES FROM MENTORING RELATIONSHIPS

In addition to facing external barriers, some junior women may tend to **exclude themselves** from mentoring relationships with senior persons.[30] Some women may be unaware of how the protege system works. They may be more hesitant than men about "exploiting" personal ties for professional gains and more concerned about the potential confusion of personal and professional relationships. Some women may feel hesitant about seeking help from an "important" person, and unaware of steps they can take to initiate a mentoring relationship. (See p. 6 for recommendations on how to do so.)

In other instances, however, women may be quite knowledgeable about how the protege system works on campus and also aware that it has often excluded women. Some women newcomers may view participating in the protege system as compromising themselves to a structure based on favoritism rather than on merit. However, a mentoring relationship can provide a newcomer with the perspective and skills to understand and navigate the system, make connections through it, and be in a position to bring about change.

MULTIPLE MENTORS AND MENTORING ALTERNATIVES: NEW APPROACHES TO MENTORING FOR WOMEN

> ***"...[A] focus on mentoring...can generate awareness and appreciation of diverse working relationships. Mentoring is but one way for women to acquire what they need and want. There are other linkage modes including the expansion of professional networks, the cultivation of local allies, the development of alliances downward as well as outward...as well as the nurturing of "foster sponsors."***
>
> (Marianne La France, "Women and the Mentoring Process: Problems, Paradoxes and Prospects," paper presented at the Annual Meeting of the American Psychological Association, Los Angeles, CA, 1981.)

THE STRENGTH OF WEAK TIES[31]

Multiple Mentors

Recent research on sponsorship in academe indicates that men, in contrast to women, have historically benefitted not only from "traditional" mentoring but also from involvement in a variety of professional networks and short-term collaborative endeavors that include elements of mentoring.[32] Many suggest that instead of searching for a single "all purpose" mentor, women, too, need to recognize the value of, and be willing to use "weak ties"—to seek advice, guidance, support and intervention from a variety of persons and groups on and off campus.[33] Having **multiple mentors** (each of whom performs one or several mentoring functions) can:

- keep the novice from setting out on the often futile search for the "perfect mentor";
- give the mentee the opportunity to evaluate advice from several sources and perspectives;
- increase the probability that senior women will aid their juniors because *both* will recognize that the senior person is not expected to meet the novice's every need (thus, junior women will be less likely to make excessive demands on one person's time and energy, and senior women less likely to feel they must choose between their own career development and mentoring others); and
- make it more likely that women will have access to both male and female mentors of the same and other races and in various positions within the established hierarchy.

Indeed, mentoring can be seen as a continuum of helping functions among seniors, peers, and subordinates:[34] **mentors** engage the protege in the most intense and "paternalistic" relationship, help shape and promote the novice's career, and are in a position to intervene on the novice's behalf; **sponsors** perform many of the same functions as mentors, but exert a less powerfully personal shaping and promoting influence; **guides** help explain the system, point out pitfalls and shortcuts, and provide general information, but are not in a position to be benefactors, protectors or promoters; **"peer pals"** share information and strategies, act as sounding boards, offer advice, etc., and so help each other as they help themselves.

Thus different persons can fulfill different functions of the traditional mentor's role. For example, one person might serve as an advisor on departmental matters; another might offer information about and help with career opportunities outside the institution; yet another might serve as a role model for managing career and family responsibilities. While some argue that multiple mentors can never have the same influence as a single powerful senior person, others point out that the less hierarchical, more reciprocal nature of multiple helping relationships may be more comfortable for women, and may help create a healthier, more inclusive and supportive environment for all on campus.

The academic context offers numerous opportunities for multiple helping relationships. Such relationships, though by no means limited to the following, may occur between faculty and students; graduate students and undergraduates; senior faculty and junior faculty; administrators and students or faculty; alumnae and students; peers, whether students, faculty or administrators; staff (such as secretaries and others who often have a good deal of inside information about—and sometimes unofficial control over—how departments and divisions operate); and persons at other institutions in parallel or senior positions.

Networks

In recent years, women have developed formal and informal networks throughout the business and academic communities. On campus, such a network might be a group of faculty who meet at regular intervals over breakfast or lunch to update each other on concerns of mutual interest; it might be a formal organization of faculty and graduate students in a particular discipline; it could be a group of administrators who attend workshops together and meet periodically to discuss college problems. Campus networks, especially when they contain senior as well as junior women, can be significant sources of information, support and influence—even on campuses with few senior women.

Networks can help senior women who participate recognize how much they **do** know about the system—what they have learned and what they can pass on. Participants can share professional experiences, sound out approaches for managing difficult departmental situations, and work out advancement strategies. Moreover, networks can help junior persons get to know senior women on campus. Frequently, different networks on campus intersect through their members, and contacts made in one network can lead to connections in others. Senior women faculty or administrators, for example, can often act as a "bridge" between newer women's networks and more established networks on campus. On the one hand, senior women might give advice to junior persons in a woman's network, and, on the other, promote a promising newcomer to other senior persons.

In addition to making use of campus networks, women can establish wider affiliations through personal contacts as well as through off-campus networks which can provide crucial support for women who are geographically or otherwise isolated at their home institution.

Paper Mentors

Publications which give nitty-gritty "how-to"/"how **not** to" information can serve as "paper mentors." These can be developed by departments, institutions, associations, or by individuals and geared to a particular department, institution or discipline. Often designed specifically for women, they may include information on how to apply to graduate school, how to handle interview questions, how and where to publish, what to seek—and what to avoid—in a first teaching contract, etc. Several examples of paper mentors are included in "Selected Resources," page 15.

Other Alternatives

In addition to those described above, a host of other ways can be found to provide women students and faculty with the kinds of inside information and assistance mentoring affords—even when no mentor seems to be available either in the department **or** in the institution. Many alternatives, some geared to individual and others institutional or association action, are described in the Recommendations section at the end of this paper.

HOW TO DECIDE IF YOU NEED MENTORING

Individuals can ask themselves questions such as the following to help decide whether or not they need mentoring. Some questions are more applicable to undergraduates, some to graduate students, some to faculty—and some to women at all levels.

- **Who are the powerful and important people in the department, the institution, the discipline world-wide? Who has their ear?**
- **Which subfields are expanding or contracting?**
- **What graduate schools offer the best programs in a particular area of specialization? Which professors have contacts with faculty at that institution?**
- **How do people in the field find out about, get nominated for and win assistantships, fellowships, grants, awards and prizes?**
- **What are the leading journals in the field? Have any colleagues published there? How should co-authorships be handled? Who can bring a submission to the attention of the editors?**
- **What organizations are the most important to join, what conferences are the ones to attend? Who can help a person get on the program?**
- **What is the best way of getting feedback on a paper—to circulate pre-publication drafts widely, or to show drafts to a few colleagues?**
- **How do people in the department find out about job openings in academia, private industry and government? What information is most effective in a vita or a resume? What questions are most likely to be asked in an interview? What aspects of a contract are negotiable? Which professors or administrators have contacts at places with appropriate openings?[35]**
- **What are the appropriate and accepted ways to raise different kinds of concerns, issues and problems (e.g., verbally or by memo) and with whom?**
- **What are the department's formal and informal criteria for promotion and tenure? Who can clarify these criteria? How does one build a tenure-file? Who sits on the relevant committees? Who can effectively support a nomination?**
- **What departmental and institutional decisions are pending that might affect positions in the department? Who can influence these decisions?**

WHAT TO LOOK FOR IN MENTORS

What a newcomer looks for in mentors depends on the novice's particular needs in a given field, as well as on departmental or institutional circumstances. Here are some questions to consider. Answers to some may be easier to find than answers to others. Newcomers might check with people slightly ahead of them, professors in other departments, members of women's networks, and departmental secretaries. In some instances, official records may be available, such as listings of grants received and articles or books published by senior faculty.

- **What is the mentor's own achievement in key areas?** For example, what grants or fellowships has the mentor received? Where and how frequently has the mentor published? What panels and committees does the mentor serve on? What organizations does the mentor belong to, and in what capacities? What influence does the mentor have in developing the discipline?
- **Does the mentor know what is excellent in a given area and set high standards for him or herself?** Check on these by asking several people in different situations (e.g., someone new to the department, a senior person, someone outsie the institution) a set of questions tailored to your discipline.
- **Is the mentor someone who believes whole-heartedly in your abilities?** This may be especially important for women, since a mentor's expectations can significantly enhance or undermine self-confidence. As the authors of *Breakthrough: Women into Management* note, "A person who backs a woman but expects her to fail is part of her failure."[36]
- **What has happened to this person's *former* mentees in terms of positions, grants, publications, etc.? Are there significant differences between what has happened to *male* and *female* proteges?** For instance, have men tended to go on to their own research and publishing and to have gotten fairly good positions, while women have "drifted, fail[ed] to publish, or [had] spotty employment records"?[37]
- **What is the mentor's relationship to the various groups and networks in the department, institution and discipline?** Does the mentor act as a **bridge** between networks (for example, between an organization of women faculty and longer-established "insider" networks on campus?)
- **Is the mentor not only good at giving advice and direction, but also able to understand your own views about your needs and goals?**
- **If he or she is unable to provide you with the information, skills and knowledge you need, will the mentor help you find someone who can?**

HOW TO GET MENTORS TO CHOOSE YOU

Women can do more than merely wait passively for a senior person to notice their achievements and to choose them. By actively seeking mentors, women can make themselves more visible as potential proteges. Several suggestions follow.[38]

- **Introduce yourself and make the first contact in relation to a professional subject.** For example, speak to the person after a class, write a letter with a question that requires response, send your papers or articles in draft to senior persons whose work you respect and request comments.
- **Begin to ask for help regarding the strengths and weaknesses in your work.** Always express your appreciation for advice and criticism. Be pleasant but persistent.
- **Take the initiative in putting the relationship on a more collegial basis *if* it seems appropriate.** For example, if you are a graduate student, ask a professor if you can call him or her by first name rather than "Professor X." (Men often call professors by first name; women rarely do so.)
- **Try to become a research or teaching assistant, junior collaborator, proposal writer, intern or other type of "apprentice."** This will establish a context in which teaching, evaluation, and general guidance should naturally occur; it will also give you a chance to demonstrate your abilities and commitment.
- **Ask a colleague to mention you or your work to a potential mentor.**
- **If seeking mentors at other institutions,** if it is appropriate to your discipline, send your papers with a letter asking for comments to persons who work in the same area; whose work you have cited (or vice-versa); whom you have met at conferences; who have been recommended by mentors at your home institution. (Do not send book-length manuscripts or copies of your dissertation without some very specific encouragement from the person to whom you are writing.)
- **Volunteer to serve on a task-force, committee, or project where your potential mentor is also a member.** Offer to take on a major piece of work (e.g., coordinating a project or writing a report) which will require significant collaboration.
- **Invite your potential mentor to be a guest lecturer in your class or before a campus group.**
- **Consider hiring a mentor to provide specific kinds of advice and information.** One woman identified her mentoring needs but was unable to find an appropriate person among her colleagues or acquaintances. Concerned that her mentor be female, able to understand her goals, and willing to share time and expertise on an adult-to-adult basis, she identified an appropriate person in her city and arranged for a year of paid weekly contacts.[39]

TIPS ON HOW TO BE A MENTOR

Men and women alike may find some of the following points useful in determining how they can be a mentor. Senior women, especially, may underestimate how much they **do** know about the academic system; what contacts they have in their departments or discipline; what avenues they can use to help a junior person or a colleague advance.

- **Recognize and evaluate what you can offer a protege, keeping in mind that you should not expect yourself to fulfill every mentoring function.**
- **Clarify expectations with your protege about the extent to which you will offer guidance concerning personal as well as professional issues such as advice about how to balance family and career responsibilities.**
- **Be sure to give criticism (as well as praise) when warranted but present it with specific suggestions for improvement. Do it privately and in non-threatening contexts—over lunch or coffee.**
- **Where appropriate, "talk up" your protege's accomplishments to others in your department, institution, professional association, and elsewhere.**
- **Include women in informal activities whenever possible—e.g., lunch, discussions following meetings or lectures, dinners at academic conferences.**
- **Help women learn what kinds of available institutional support junior persons should seek in order to further their own career development—such as funds to attend conferences or workshops, release time for special projects.**
- **Tell your protege if she asks for too much—or too little—time.**

GROUPS OF WOMEN WHO MAY HAVE SPECIAL MENTORING NEEDS—AND SPECIAL PROBLEMS FINDING MENTORS

WOMEN IN NONTRADITIONAL FIELDS

Women students and faculty in fields traditionally defined as "male" (such as mathematics, business and the sciences)—frequently encounter the same problems faced by women generally, and then some. Often they feel isolated and excluded from informal interaction with their professors and colleagues. Indeed, if they are not overlooked, women in nontraditional areas sometimes encounter outright hostility from department members, many of whom may be unused to and uncomfortable about dealing with women.[40]

However, women in nontraditional areas often have profound and specific needs for mentoring to address a variety of personal and professional concerns, including the following:

- **Since their choice of careers runs counter to traditional social norms, women may need more personal encouragement.**
- **Because of the vertical progression of courses in many nontraditional areas, women students need expert guidance to ensure they have fulfilled requirements for more advanced study.**
- **More than scholars in some other disciplines, those in nontraditional fields must have access to a variety of institutional and other resources—such as labs, equipment or funding for special research—simply to pursue basic work.** A powerful mentor's recommendation or intervention can be crucial in helping a woman protege secure these necessities.
- **In the sciences especially, a small group of highly productive researchers often establish priorities in a given area of specialization, recruit and train students to work with them; and keep each other up-to-date about new developments.**[41] To the extent that women are excluded from these "invisible colleges," they are likely to fall behind.

OLDER WOMEN[42]

With large numbers of older women entering or returning to colleges and universities as undergraduate and graduate students—and in some instances as faculty or administrators—mentoring for older women on campus takes on increasing importance. Indeed, these women may have special needs for many of the benefits good mentoring provides, such as:

- **a "map" of the departmental and institutional system—which may be entirely new, or quite different from the one returning women recall** (especially if they previously attended a very different type of institution or were enrolled in a different major);
- **role model for—or advice about—how to balance family and academic responsibilities;**
- **constructive criticism and evaluation,** especially about the possible need for basic skills or refresher courses, interpersonal styles that may be counterproductive in the classroom setting, etc.; and
- **advice and encouragement about how to parley old skills in the academic setting, and entree into a context (such as an internship) in which this might best be accomplished.**

Unfortunately, older women may be discounted as potential mentees for a variety of reasons, including the following:

- **misconceptions on the part of faculty and others that older women are "dabblers"** who have returned to school because "they have nothing better to do";
- **doubts about the commitment of returning women because they may enroll or teach on a part-time rather than a full-time basis;**
- **tension in entering a mentoring relationship with a person whose adult status and greater life experience may seem threatening; and**
- **concern that future accomplishments will be limited by the person's age, and hence that time spent in mentoring an older woman is not a good investment.**

MINORITY WOMEN

> ***"The students were asked 'Has any professor really taken you in hand and helped you become a professional in your field?' While one out of four white students answered 'Yes,' just one out of twenty minority students did so."***
>
> (Birt L. Duncan, "Minority Students," in Joseph Katz and Rodney T. Hartnett, eds., *Scholars in the Making: The Development of Graduate and Professional Students*, 1976)

Minority woman (and men) often have an especially acute need for mentors who are both professionally and personally supportive. Minority students tend to stop-out or drop-out for non-academic reasons at a significantly higher rate than majority students; some minority faculty may fail to pursue avenues of professional development—such as research and publishing—that would enhance their status within their institutions and disciplines. Many suggest that a major reason for these problems is that minorities are likely to have less informal interaction with senior persons, and specifically less mentoring.[43]

Minority women may be the first in their family or community to enroll in a college program or to pursue an academic career (and, like many white women, may come from an environment that neither recognizes nor supports women's academic or professional ambitions). Thus, minority women often have a crucial need for persons who will foster their sense of belonging in the profession. However, minority women may have a difficult time finding a mentor for a variety of reasons, such as the following:[44]

- **Senior persons may be mainly or exclusively white and/or male, and may simply be uncomfortable working closely with a person so "unlike" themselves;**
- **Minority women's high visibility in and of itself may deter would-be mentors** (e.g., where there are very few minority women in a class or department);
- **Minority women may have research interests that fall outside the "mainstream" of their discipline and are considered "risky" by senior persons;**
- **Minority faculty may be assigned to "fringe" departments and/or moved into administrative positions before they have built a substantial research base; and**
- **Minority faculty who do hold senior positions (and who would thus seem likely as prospective mentors) may be heavily burdened with committee and other responsibilities and therefore hesitant to "take on" a protege.**

Moreover, because they may feel separated from other women by race, and from minority men by sex, minority women may have some mentoring needs unique to their situation in a department or institutional setting. One study, for example, suggests that in addition to career mentors, minority women may benefit greatly from relationships with other minority women—peers and members of other departments—who may more readily fulfill some mentoring roles, such as those of confidant and counselor.[45]

In the case of Black women, Black sororities often play a significant part in providing just such support. Because campus chapters are spon-

sored by community chapters and members work on joint projects, these organizations provide a unique context linking Black women students with Black professional women. Community or "graduate" members often provide informal advice and guidance and frequently make more formal presentations concerning their own professional development.

DISABLED WOMEN

Disabled women often encounter all the barriers to mentoring faced by women from other special groups and additional barriers as well. On the one hand, disabled women (and men) are the **most "invisible"** newcomers on campus: they may be more likely to be inadvertently excluded from informal interactions than any other campus population—and thus to miss out on the kind of interchange that can lead to mentoring relationships. On the other hand, however, disabled women students and faculty are often the **most "visible"** as "different." Thus, would-be mentors may be particularly uncomfortable in dealing with disabled women, especially in a one-to-one relationship. Seeing the disabled person primarily in terms of limitations, they may not only doubt the disabled woman's ability to succeed, but also fear their **own** inadequacy to mentor someone who is likely to need special assistance or accommodations with which they are unfamiliar.[48]

Disabled women may also face a number of other problems which can interfere with the development of a mentoring relationship. They may be physically isolated from professors and peers: for example, while particular classrooms may be accessible, professors' offices, corridors where colleagues generally teach, and less formal meeting places—such as the graduate or faculty lounge—may be inaccessible. Moreover, if disabilities include hearing or speech problems, the exchange of information and ideas may require special attention.

PROBLEMATICAL ASPECTS OF MENTORING FOR WOMEN[47]

Paradoxical as it sounds, mentoring can be negative as well as positive: the wrong kind of mentoring relationship—or mentoring relationship with the wrong person—can undermine rather than enhance the novice's personal confidence and career development. Some senior persons may wish to help a newcomer but inadvertently do the opposite; some mentoring relationships may suffer from covert, ill-recognized difficulties, such as a protege's overdependence or a mentor's need to control; and some supposed mentors may disguise an actual desire that the newcomer fail—either because of simple hostility or because they are really pushing for another person's success. While men as well as women need to be alert to the possibility that the wrong mentor may be more hurtful than helpful, women may be especially vulnerable to certain kinds of "negative mentoring."

Traditional social roles reinforce a view of women as helpers rather than achievers, and may skew the balance between the protege's and the mentor's needs. Thus, in some instances, a woman mentored by a senior man may be seen more as a "teacher's pet" than as a potential heir. Some mentors may "paternalistically regard . . . [a] female student as a charming little girl who does her lessons well but cannot hope ever to grow up and do a man's work."[49] Both women and their mentors should be alert to the following potential problems:

- **Some mentors may misperceive their protege's potential and set goals that are too high or low;**
- **As the mentee grows and develops professional stature, mentors and mentees may find it difficult to let go, or move to a more collegial relationship,** thus increasing the likelihood that the mentee's development will be stifled or that a severe breach will occur;
- **Mentors may deliberately or inadvertently use the mentoring relationship to get help with and recognition for their own projects at the expense of the mentee's recognition, interests and achievement;**
- **The mentor's own needs within the system may take precedence over the protege's needs.** For example, rather than clarifying options for the protege, the mentor may try to pressure the mentee to do research in a particular area in order to enhance the mentor's own standing;
- **The mentor may give well-intentioned and correct advice on how to get ahead but at the expense of the protege's own research interests**—for example, by dissuading the mentee from pursuing research in newer and controversial areas, such as Black Studies or Women's Studies; and
- **The mentor may lose his or her own status and power within the institution,** thus putting a woman protege at risk unless other senior persons have been made aware of her abilities.

Because women may be viewed primarily as sexual partners rather than professional colleagues, mentoring relationships may be viewed by some as sexual liaisons rather than genuine helping relationships. Additionally, when a sexual relationship between a mentor and protege does exist, it can often be calamitous for the junior person for a number of reasons such as the following:

- **A woman protege whose mentor seeks a sexual relationship may begin to question whether her intellectual abilities or her sexual attractiveness led her to be "chosen" as a protege in the first place.** Rather than enhancing her self-confidence, such a relationship can raise doubts that undermine it.
- **Sexual "indiscretions" are usually forgiven men, but held against women.** Even the hint of a sexual liaison can undermine a woman's professional reputation—and reinforce others' views that women's abilities in professional pursuits are secondary.
- **A woman involved in a sexual relationship with a senior colleague is likely to lose the support of her peers.** They may envy the woman's access to a senior person and/or attribute her own achievements to him. Moreover, they may see such a liaison as a violation of conflict-of-interest rules.
- **If a sexual relationship ends, the protege usually loses both her lover and her closest advisor—who may, if he has been rejected, purposely use his status and power to hamper her advancement.**

Women's "outsider status" in the university sometimes makes it difficult or impossible for senior women to be effective mentors. Often, women students and junior faculty will naturally look first to other women on campus as potential mentors, presuming that senior women will have the knowledge and power to sponsor them effectively, and will also have the novice's best interests at heart. While this is to be hoped for, it may not always be the case. Women seeking only women mentors may sometimes encounter the following problems:

- **Some senior women faculty members may not have the status on a particular campus to be effective mentors, especially in large research institutions where women may be assigned heavy teaching schedules, while men of the same rank have greater opportunities for research and publishing, and are judged to be more successful.**[49]
- **In some few instances, senior women (or men) may not have come into any working relationship with the "powers that be" on campus.** Sometimes angry and bitter, such persons may be able only to criticize but not to influence policies and practices. Being "mentored" by such a person can put the mentee at risk of becoming an outcast as well as an outsider.

As Mary P. Rowe, Special Assistant to the President at the Massachusetts Institute of Technology, explains, "Women need mentors not only of their own race and sex, but of the race and sex that commands the environment in which they are trying to become competent."[50] Thus, a variety of mentoring arrangements and strategies may be ideal.

CONCLUSION

The current myth is that everyone needs a mentor for success, that "everyone who makes it has a mentor."[33] Certainly, mentoring is not a panacea for every academic and career problem. However, few would deny that newcomers to academe can gain much from mentoring relationships. Although in the past mentoring in academe has often served to keep the real newcomers—such as women and minorities—outside the "inner circle," individual women and men, institutions and organizations can take many steps to make mentoring available to women, and to provide newer mentoring alternatives. The model programs that follow suggest several ways to address women's mentoring needs. Each combines within itself the use of diverse campus incentives, resources and support systems.

MODEL PROGRAMS

Model Program #1

AN INFORMAL INSTITUTION-WIDE APPROACH[54]

Based on the premise that women will benefit most not from special mentoring programs designed only for women, but rather from "an explicit legitimation of their equal right to guidance and sponsors within guidance programs for all junior persons," the Massachusetts Institute of Technology has developed an institution-wide framework to encourage mentoring for students, faculty and staff. On an informal basis, it draws together the following elements:

- **legitimation from top administrators** through an explicit policy that multiple helping resources should be provided to all junior persons as a matter of course;
- **fostering networks of women** that can share information, provide support, teach skills and be role models and sponsors for their members;
- **maintaining close relationships between women's networks and top administrators** so that male administrators will learn about women's needs and concerns while women will gain an overview of how the system works;
- **training and encouraging junior women to find their own guides and sponsors** by making specific persons (such as a dean, or an assistant to the president) responsible for discussing with junior persons the need for mentors and other career helpers. Thus, women in particular are not only made aware of how mentors and others can help them, but also know that the institution **expects** them to seek such help and **supports** their efforts to do so; and
- **expecting regular performance appraisals, or "mentorship discussions," between every junior person and his or her supervisor** (e.g., faculty advisor, department head) at least twice a year to include at a minimum discussion of:
  - what the junior person has been doing,
  - how he or she could improve,
  - how the supervisor thinks the person's job might change over the next year(s) to meet departmental needs; and
  - how the junior person hopes to develop in this job and in subsequent positions.

Mary P. Rowe, Special Assistant to the President, MIT, notes that "[f]or faculty members, these discussions should include frank appraisals of the possibilities for promotion and tenure, sources of grant funds, identification of possible mentors" both within and outside the institution, while "for administrators and research and support staff these discussions should be specific and detailed as to strengths and weaknesses, other possible sources of help, potential career ladders."[55]

Model Program #2

RESEARCH MENTORS FOR MINORITY AND WOMEN FACULTY[56]

Designed to help minority and women faculty build research skills, gain access to a network of researchers, and improve chances of attaining tenure, this project at the City University of New York (CUNY) established a group of research teams, each headed by a mentor. The project matched CUNY faculty mentees (who ranged in rank from assistant to full professor but had little research experience) with senior scholars of national reputation from the CUNY system. (Smaller institutions might draw on scholars from other campuses.) Each senior person had up to 4 mentees. Major features of the program—which resulted in research projects, publications, presentations at professional conferences, and proposals for funding—included the following:

- **prestige for the project** generated by support from top administrators, presentations by the project director, an introductory conference, and publicity that focused on research opportunity;
- **selection of mentors based on recommendations from campus presidents and graduate centers;**
- **seminars by mentors about research in their disciplines;**
- **matching of mentors and mentees based on mutual interests;**
- **support services for mentees in the form of seminars focused on proposal-writing, statistical methods, and panel presentations;**
- **development of productivity criteria with payment of a small stipend to the mentor and the mentee based on the *mentee's* achievement in meeting each criterion;** and
- **visibility for the mentees on their own campuses** through colloquia and other presentations.

(See "Selected Resources.")

Model Program #3

THE CAREER COOPERATIVE: ONE MENTORING ALTERNATIVE[57]

As developed by HERS-New England (Higher Education Resources Services), a career cooperative consists of a small group of people who meet regularly in order to help members develop advancement skills and share information and contacts related to the academic job market. It is "both a mutual support group for persons building careers and an aid in developing a personal network of academic women—and men—across institutional, professional, geographic and generational lines."[58] A career cooperative should include links to senior faculty—as members if possible, as guest speakers if not—in order to help junior women learn the political and social aspects of the profession and the competencies needed to deal successfully with them.

Specific activities undertaken by career cooperatives will vary with discipline and organizational setting, but should include group discussion and skill-building group exercises to develop:

- **skills involved in getting a first (or subsequent) academic position** for example, vita development with a group critique; interview practice based on the questions most commonly asked at interviews for academic positions; role-playing with one person acting as job candidate and the rest of the group as a search committee; identification and discussion of what items in a job offer are likely to be negotiable.
- **competencies necessary for moving up the academic ladder** (for instance, establishing new contacts based on old ones; analyzing your departmental or institutional structure to define your current position and routes of access and also to identify possible career helpers; deciding whom you **should** tell about your achievements, as well as whom **should not** be told about your disappointments or failures; determining what kinds of items you should begin compiling in preparation for a tenure decision, etc.

Specific exercises, along with strategies for moving into administration or seeking positions outside of academe are included in *A Woman's Guide to Academe: Moving In, Moving Up, Moving Over*, by Martha Tolpin. (See "Selected Resources.")

Model Program #4

A MENTORING PROGRAM FOR WOMEN STUDENTS: A COMBINED APPROACH[58]

In order to raise women's academic and career aspirations and to lessen the effects of sex-stereotyping on career choice, the State University of New York College at Cortland established a career development program for women students. Nine women faculty and administrators, who came to be known as the "Home Staff," worked out a three-part model which brought together coursework, intensive advising/mentoring by Home Staff members, and guest lectures by women professionals. These components were combined throughout the program as follows:

- **a two-credit strategy course** exposed women students to nontraditional career options, encouraged them to take courses in nontraditional areas and helped raise their awareness about careers and life styles. Courses included 20 women guest speakers each term to discuss their careers and answer questions, and Home Staff members addressed both personal and professional issues by discussing such matters as their own careers and life styles, modes of entry into their current position, etc. The course also required students to interview three practitioners in a career of interest to them.
- **a mentoring component using the faculty-student advising relationship as the basis for intensive consultation between women first-year students and Home Staff members.** Meeting individually with most advisees at least 8-10 times a semester, Home Staff members discussed issues such as personal strengths and weaknesses in relation to career goals, and also served as sounding boards, information resources, and role models.

Student participants showed significant growth in self-confidence, increased expectation of having the same freedom as men to pursue a range of careers as well as leadership positions, and a more realistic view of the labor market. Moreover, women faculty participants found that they met women in other departments and expanded their own network of friends and allies. (See "Selected Resources" for program report.)

Model Program #5

PEER ADVISING PROGRAM[60]

Designed to help women students learn to **be** and to **seek** mentors and other resource persons, the Peer Advising Program at Alverno College (WI) is part of an overall effort which also includes a professional advisor and a faculty advisor. Major elements of the program include the following:

- **selecting peer advisors from a pool of students completing their second full-time semester who reflect characteristics of the student body population and who have shown appropriate skills in handling their own first semester;**
- **training peer advisors through a summer workshop as well as a series of meetings during the school year;**
- **providing peer advisors with written guidelines, and training them in role-playing and other techniques, to aid them in helping mentees—and each other—work through typical problems, and find resources on campus;**
- **offering peer advisors and their mentees back-up assistance from the counseling center and from academic advisors.**

SPECIAL MENTORING PROGRAMS FOR WOMEN: LEGAL AND OTHER CONSIDERATIONS

Title IX of the Education Amendments of 1972 allows the development of formal mentoring programs, workshops or other alternatives designed especially for women. However, any such offerings must be also open to men. (For a discussion of single sex programs and Title IX, see *Single Sex Organizations and Programs Under Title IX*, Project on the Status and Education of Women, Association of American Colleges, 1975.)[61]

Some favor the development of special programs aimed at women; others maintain that women will benefit most fully from an institutional environment which expects and fosters the mentoring of **all** junior persons by **all** senior persons, **and** also attends to women's particular concerns—such as the need for women's networks on campus.[62]

ADDITIONAL RECOMMENDATIONS FOR INSTITUTIONS[63]

GENERAL RECOMMENDATIONS

- **Issue a policy statement—reiterated formally and informally in by-laws, speeches, discussions with deans and department chairs—that senior persons are expected to provide helping resources to all junior persons, including women and minorities.** Designate responsibility for implementation, monitoring and evaluating this policy to a presidential assistant, provost or vice president for academic affairs.
- **Raise campus awareness about the importance of mentoring for women by such strategies as publishing articles in the campus newspaper and faculty bulletin, and discussing the issue in faculty meetings.**
- **Include development of junior faculty and/or mentoring/advising of students as criteria in overall evaluation of faculty performance.**
- **Identify, by department, faculty and administrators who are willing to act as mentors for women students and junior faculty members.** Distribute this list to all women junior faculty, undergraduate and graduate students, publicize its availability in the faculty bulletin and other appropriate channels.
- **Establish training programs through the faculty development center, placement office, counseling center or elsewhere to help faculty learn how to be effective mentors for women students and colleagues.** Include sessions on items such as grant-writing, vita preparation, and article submission.

- **Encourage junior faculty—and students—to seek mentors both *within* and *outside* their own department.**
- **Seek out senior people who are interested in helping to devise mentoring/advising programs** and provide them with release time, or support staff, as necessary.
- **Support the membership of women faculty in women's caucuses, committees and special interest groups of national disciplinary associations by providing funding, release time and recognition for their participation in campus media.**

PROMOTING "TRADITIONAL" MENTORING FOR WOMEN

While it may be the case that a true mentoring relationship grows spontaneously and cannot be "forced," institutions can develop programs and foster environments in which traditional mentoring is more likely to flourish—and more likely to include women. Selected approaches to mentoring for women faculty and students—as well as some more general programs for junior persons—are described below.

Faculty

- **Encourage a "set" of academic mentors for each entering junior faculty person which includes persons within and outside the department and institution who are familiar with some aspect of each individual's field.** MIT has encouraged such a system of informal connections.[62]
- **Assist each new faculty member in identifying a senior faculty "buddy" in a department other than his/her own.**[63] This will help junior faculty gain a wider institutional perspective and will also provide access to a senior person who need not make a decision about whether to promote the newcomer, or compete with her or him for department rewards. (Faculty at large research institutions can be helped to find "buddies" in their field outside the institution.)
- **Establish a two-stage mentoring program in which newcomers are initially paired with a senior person (host) of the same sex and race and then helped by that person to find mentor(s) with different strengths throughout the organization.**[64] Such a program can take account of women's and minorities' special mentoring needs, and at the same time facilitate access to appropriate mentors at all levels.

Students

- **Help students seek mentors in prospective career areas by making mentoring an explicit component of internships, externships, and volunteer work.** Ensure that both students and their sponsors know what is minimally required, and provide them with suggested questions, guidelines or other materials.
- **Set up a mentoring program specifically for students who have not yet declared majors.** Realizing that students who did not have an advisor in an academic division might not see any advisor at all, the State University of New York at Oswego initiated a Mentoring Project for freshmen. Specially-trained faculty (who receive merit pay for their participation) and a group of administrators provide students with advice and guidance. (Following establishment of the program, the attrition rate of undeclared freshmen dropped from 11 percent to 4 percent.)[65]
- **Use alumnae to mentor women students.** Wheaton College's (MA) Mentor Program pairs juniors with alumnae who can provide students with knowledge about specific fields or occupations; introduce others who can offer career guidance; and offer advice and support in work-related matters, as well as a sense of how personal and professional goals can be integrated.
- **Train resident advisors to fulfill some mentoring roles for undergraduates.**

PROVIDING ALTERNATIVES TO "TRADITIONAL" MENTORING

In addition to establishing "traditional" mentoring programs, institutions and campus groups can provide junior women (and men) with access to the kind of information mentors usually provide through a variety of alternatives. A number of these are described below. Some are clearly designed for faculty, some for undergraduates and some for graduate students, but many can be adapted to help women at all levels, including staff.

Alternatives for Faculty and Staff

- **Sponsor career counseling workshops for junior faculty and women (and men) about to complete Ph.D.'s** include information on academic women's career paths and strategies to promote advancement; teach skills such as interviewing, vita preparation, and contract negotiation; show participants how to expand their current contacts into networks of academic women in related disciplines. A suggested agenda for such a workshop is included in *A Woman's Guide to Academe: Moving In, Moving Up, Moving Over*. (See "Selected Resources.")
- **Use a faculty "growth contract" developed by each faculty member in consultation with the department or unit head to help junior faculty clarify goals, strengths and weaknesses, and resources needed for development, in the context of departmental and institutional needs and goals.**[66]
- **Designate responsibility for counseling faculty about career development to a specific person.** Several colleges in the Great Lakes Colleges Association, for example, have designated a respected faculty member as a consultant to provide confidential help to colleagues about issues connected with teaching, research and general career planning.
- **Bring together small groups of faculty, including both senior and junior men and women, for informal discussion of a campus issue or problem**, or to discuss their own careers and how to navigate the system. This will afford a context for one-on-one interchange, and give senior faculty a chance to get to know newcomers from other departments.
- **Provide mentoring information to small *groups* of women**, by, for example, having senior persons discuss the institution's promotion procedure with several junior faculty.
- **Support the formation of a network of alumnae that can work with other networks and groups on campus to enhance women's advancement in their own fields and facilitate their transition from academe to employment.** Graduates of Barnard College (NY) established a group called Barnard Business and Professional Women, Inc. (BBPW). Members meet to share information, build skills and exchange contacts. The group also works with the Office of Career Services and the Barnard Internship Program—as well as with individual faculty members.
- **Encourage the development of broader networks of women, such as those within consortia or regional groupings.** The Great Lakes Colleges Association's women's studies program, for example, frequently brings together women scholars from several campuses.
- **Ensure that women classified employees have access to the kinds of information about advancement often provided by mentors.** The University of Wisconsin (UW) at Whitewater, for example, offers a course called "Stepping Stones to Management" to assist women employees in developing the skills needed for career advancement in the UW system.

Alternatives for Students

- **Where possible, use existing activities—such as academic or pre-professional advising, internships, independent study courses and interim courses—to incorporate mentoring activities.**[67]
- **Offer a course that will provide an overview of the institution, give the student a sense of how she can define and meet personal academic goals, and learn about resources she can use to negotiate the system.** The University of South Carolina at Columbia (USC), for example, offers "University 101: The Student in the University." Faculty help students evaluate what they want to learn at USC, provide an overview of their own discipline, and introduce students to campus and community resources.
- **Offer seminars and other programs to help students explore academic and career options.** The University of Denver (CO) for example, offers a freshman colloquium which includes lectures, small group meetings and individual goal-setting interviews with faculty, as well as a four-year career development program in which each student is assigned a faculty and peer advisor.[68]
- **Sponsor a panel or guest lecture series in which successful women from a variety of fields focus on how they made academic and career choices, how being a woman affected their career**

development, and related issues. The Center for Research on Women at Stanford University (CA), for example, sponsors a series called "Women at the Top: The Issues They Face."

- **Publish articles about successful women at your institution.** The *MSU Woman* at Michigan State University includes a regular section on "Women Achievers." In addition to noting each woman's current position, the column offers brief descriptions of recent accomplishments, previous publications or awards and biographical data. Such a column can help women students learn about the steps in a successful academic career, and can also serve as a "list" of potential mentors.
- **Publish a list of women faculty in a handbook geared to helping women students know their campus. Those faculty willing to be contacted by students seeking advice might be listed.**

Alternatives for Women Graduate Students

(Many of the recommendations listed for students and for faculty may also be appropriate for women graduate students.)

- **Ensure that advisors are comfortable in working with women and committed to helping women achieve professional success.** Encourage advisees and advisors to switch to others in the department if their assigned relationship is unproductive.
- **Establish networks and other activities that will bring together women graduate students and women faculty.** Michigan State University, for example, has a Graduate Women's Network which meets monthly and includes activities such as panel discussions by senior women faculty about how to achieve in the system.
- **Develop and disseminate written materials that can serve as "paper mentors" for women graduate students,** to include such information as what departmental/institutional resources are available for research and how to seek them; how to apply for a research or teaching assistantship, etc. Materials might be developed on both the *departmental* and the *institutional* level.
- **Establish department guidelines for placing graduate students who are completing degrees in order to provide some of the kinds of information and assistance mentoring often affords.** For example:
  - designate a senior person as Placement Advisor;
  - hold a meeting to explain how to seek a job and the department's own methods for handling job inquiries;
  - ensure that placement officers and others are prepared to help women candidates seek adjustments in any offers they receive which do not provide the salary, status, or other advantages a man in their position might reasonably expect; and
  - inform students about how to make use of association opportunities and consider departmental actions to increase their usefulness for students.

PROGRAMS AND ALTERNATIVES ESPECIALLY FOR WOMEN FROM SPECIAL GROUPS

Institutional policies and programs dealing with mentoring or alternative ways of providing information should specifically include components relating to special groups of women. Women in these groups should also be encouraged to participate in networks geared to their particular needs.

Women in Nontraditional Fields

- **Adapt the principle of "paper mentors" to specific problems faced by women in nontraditional areas.** The newsletter of the Caucus for Women in Statistics, for example, includes a column which briefly describes a professional/advancement situation made difficult by being a "woman in a man's world" and publishes readers' suggestions for how best to deal with the problem.
- **Initiate a special internship program to match women undergraduate or graduate students in the sciences with professionals working in specific areas.** The Women's Network in Science and Technology based at the University of Minnesota, has done this.
- **Support the development of panels and networks for women in nontraditional areas.** Include women at several levels—e.g., graduate students, through senior faculty. The Center for Continuing Education at the University of Michigan, for instance, has a Women in Science Program that includes formal workshops, informal access to women professors, help in finding internships, etc.
- **Include mentoring responsibilities as a criterion for special awards and fellowships.** The National Science Foundation's Visiting Professorships for Women in Science and Engineering, for example, cites mentoring as one of the fellow's responsibilities.

Older Women

- **Set up a peer mentoring program especially for returning women students, either alone or in conjunction with other advising services.** (See Model Program #5.)
- **Establish a mentoring program for older women who plan to enter or re-enter the work force.** The Center for Displaced Homemakers at Seattle Community College (WA) sets up informational interviews and matches volunteer mentors from the business community with displaced homemakers. Materials are provided to mentors and mentees with suggested topics for discussion related to the mentor's own career path, skills the mentee will need, and similar matters.
- **Encourage participation in networks for returning women students.**

Minority Women

- **Establish a peer counseling program for minority students to help minority group members learn the academic system by working with a person from their own background who has negotiated it well and shares their special concerns.** Michigan State University's (MSU) Counseling Center matches clients with undergraduate volunteers.
- **Designate a counselor to help guide minority women—and men—through the system and provide information on how to manage common problems, such as need for financial assistance, difficulty in juggling academic and family responsibilities.** Michigan State University (MSU) offers such assistance through its Multi-Ethnic Counseling Center Alliance, a branch of its counseling center.
- **Support the development of an alumnae network for minority women.** Douglass College (NJ), for example, has established a Black Alumnae Network and Black Alumnae Resource Bank which link students and alumnae through projects and presentations. The Bank also affords the opportunity for one-on-one advice and information.
- **Pair minority faculty who need to build research credentials with senior scholars.** (For a more complete description of such a program, see Model Program, #2)
- **Support memberships of minority women faculty in newly-formed national networks for minority women in higher education,** such as Hispanic Women in Higher Education, the Black Women's Educational Policy and Research Network, and similar organizations.

Disabled Women

- **Help establish links between disabled women students and successful disabled women in the workplace.** The Office for Disabled Students at Barnard College (NY) does so on an informal basis.
- **Ensure that informal departmental activities which bring together junior and senior persons—such as open-houses for majors, professor/student rap sessions over lunch, etc.—are held in places accessible to disabled persons.**
- **In programs where non-disabled students assist those who are disabled (for example, as "accommodative aides"), include information on peer mentoring as part of the aides' training.**
- **Work with organizations that can link disabled students with disabled practitioners in their career areas through summer positions or internships.** The Project on the Handicapped in Science at the American Association for the Advancement of Science, for example, acts as a clearinghouse for internships in the sciences, publishes a directory of disabled scientists, and, when possible, matches students and practitioners according to geographical area, discipline and disability.
- **Help faculty overcome concerns about how to mentor disabled students by establishing contact with professors who are disabled or who have worked with disabled students.** The Project on the Handicapped in Science (noted above) will put faculty in touch with other professors in their field who have done so.

RECOMMENDATIONS FOR ASSOCIATIONS, DISCIPLINARY GROUPS AND OTHER ORGANIZATIONS

- **Issue a policy statement—reiterated formally and informally—that senior persons are expected to mentor junior persons, including women and minorities.**
- **Make mentoring and providing information an established part of annual meetings and other events where junior and senior people are likely to be brought together.** The American Association for Higher Education's (AAHE) "Anne Yates Society" provides a group of "old hands" who volunteer to help newcomers get the most out of the AAHE's annual meeting. The American College Personnel Association (ACPA) and its Standing Committee for Women have featured a host of mentoring activities, such as:
  - **providing special "mentor" name-tag stickers to senior persons who are willing to share experience and offer advice;**
  - **offering formal panel sessions, some designed especially for women, that focus on mentoring and development issues for recent graduates and new professionals;**
  - **scheduling brown-bag lunches and other informal get-togethers for mentors and junior persons;**
  - **including sessions on specific skills for advancement, such as one on how to write for the Association's journal, led by the journal's editor and board.** Such sessions also provide opportunities for asking questions, establishing personal contacts.
- **Establish helping relationships across campus lines:** The Great Lakes Colleges Association, for example, is currently setting up a program through which junior faculty on one campus will be mentored by senior persons from other colleges in the consortia. Designed in part to expand the senior experts available to junior faculty on small campuses, similar approaches might also help overcome the "shortage" of women mentors on a given campus.
- **Hold workshops for institutional decisionmakers responsible for implementing mentoring programs on their own campuses, and provide consulting services.**
- **Establish a clearinghouse to match potential mentors and mentees based on areas of specialization, research interests, geographical location or concern for special population groups.**
- **Publish materials that can serve as "paper mentors" by offering women "insider information" on how to advance in a given discipline. These may take the form of books, pamphlets, articles, workshop guides.** (See "Selected Resources" for examples.)
- **Include articles about women and mentoring in the journal, newsletter or other publications.**
- **Recognize persons who have been outstanding mentors at special awards ceremonies, in publications, and at plenary sessions.**
- **Support research about mentoring for women and other newcomers in your discipline.**
- **Organize formal programs and informal social events where women ready to move up the ladder can meet with people already at the top.** The Office of Women in Higher Education at the American Council on Education (ACE) does this for women administrators through its National Identification Program. (See "Selected Resources.")
- **Engage retired members in mentoring program for women.** The Office of Women in Higher Education of the American Council on Education (ACE) does this through Senior Associates of the National Identification Program.

HOW TO DEFUSE THE SEXUAL ISSUE IN A MENTORING RELATIONSHIP

The sexual issue in a mentoring relationship can be especially problematic in the postsecondary setting. Both women students and male faculty may sometimes misinterpret each other's interest. Women faculty are less likely to misperceive a colleague's intentions; however, should problems arise, faculty women are often in a more difficult situation than women students because their career may be threatened. Women students and faculty need ways to make their own professional concerns clear, and institutions need policies to clarify appropriate relationships. Several suggestions for individuals and institutions follow.

Mentees

- **Meet with your mentor in places that discourage sexual intimacy, such as departmental offices, labs and other work-related settings.**
- **Always talk with your mentor in a professional manner, whether you are discussing personal or professional concerns.**
- **Get to know your mentor's spouse and/or family, and if possible, talk about and/or introduce your mentor to your own spouse or "significant other."**
- **If your mentor suggests a sexual or romantic relationship, confront the issue straightforwardly and firmly.** For example, say something like, "I'm very flattered by your affection for me, but I don't want to ruin the working relationship we've developed."
- **If you are unable to discuss harassment problems directly, a carefully constructed letter to your mentor may be helpful.** For a sample of such a letter, see "Writing a Letter to the Sexual Harasser: Another Way of Dealing with the Problem," Project on the Status and Education of Women, Association of American Colleges, Washington, DC, 1983.

Mentors

- **Avoid sexual joking or innuendo, comments about personal appearance, and intimate confidences.**
- **Mention your spouse or "significant other," and, if possible, introduce your protege.**
- **Call your protege by name rather than by terms of endearment such as "Dear" or "Honey."**
- **Leave the door open when you meet with your mentee.**
- **Invite a third person along if you are meeting for lunch, drinks or dinner—especially in the initial phases of a mentoring relationship when mentees may be uncertain about its parameters.**
- **Where necessary, make a clear statement that you enjoy working with the student or junior colleague and do not wish to jeopardize the relationship or to violate conflict-of-interest rules.**

Institutions

- **Develop a conflict-of-interest policy which clarifies appropriate relationships between faculty and students in their classes.** Ensure that all are familiar with the policy and aware that they can cite it in discouraging inappropriate relationships.
- **Establish sexual harassment guidelines.**
- **Set up formal and informal grievance procedures for students, faculty and staff that encompasses conflict-of-interest and sexual harassment complaints.**

NOTES

[1]See, for example, Elaine El-Khawas, "Differences in Academic Development During College," *Men and Women Learning Together: A Study of College Students in the Late 70's*, Office of the Provost, Boston University, April 1980, pp. 7-8, and Nancy E. Adler, "Women Students," in Joseph Katz and Rodney T. Hartnett, eds., *Scholars in the Making: The Development of Graduate and Professional Schools*, Ballinger Publishing Company, Cambridge, MA, 1976, pp. 202-203.

[2]For an overview of this problem, see Robert J. Menges and William H. Exum, "Barriers to the Progress of Women and Minority Faculty," *Journal of Higher Education*, March/April 1983, Vol. 54, No. 2, pp. 124-25.

[3]Lilli S. Hornig, Foreward to *A Woman's Guide to Academe: Moving In, Moving Up, Moving Over* by Martha Tolpin, Higher Education Resource Services-New England, 1981, p. iii.

[4]In this paper, the term *mentoring* will be used in the widest possible sense to refer to a variety of information, guidance, sponsorship and other helping activities.

[5]In part because mentoring is defined in so many different ways and encompasses so many kinds of activities, research on mentoring, especially in academic settings, shows different effects on career advancement. For an overview of the questions raised, see Jeanne J. Speizer, "Role Models, Mentors and Sponsors: The Elusive Concepts," *Signs*, Vol. 6, No. 4, Summer 1981, pp. 692-712; and Sharan Merriam, "Mentors and Proteges: A Critical Review of the Literature," *Adult Education Quarterly*, Vol. 33, No. 3, Spring 1983, pp. 161-73.

[6]Much of this discussion is based on Kathryn M. Moore, "What to do Until the Mentor Arrives," National Association for Women Deans, Administrators and Counselors, Washington, DC, 1982.

[7]Even the courts, in cases involving disparity in academic salaries or the denial of tenure, tend to defer to the primacy of professional peer systems in gauging the accomplishments and potential of its members. For further discussion of this issue, see James V. Koch, "Salary Equity Issues in Higher Education: Where Do We Stand?" *AAHE Bulletin*, Vol. 35, No. 2, Oct. 1982, pp. 9-11.

[8]"Self-Image versus Professional Image: The Rules for Success," a presentation by Ellen Henderson, as reported in *Newsletter*, Center for Continuing Education of Women, University of Michigan, Ann Arbor, MI, Vol. 15, No. 1, Spring 1982, pp. 3-4.

[9]Conversation with Arlene Kaplan Daniels, Professor of Sociology, Northwestern University (IL).

[10]See, for example, Birt L. Duncan, "Minority Students" in *Scholars in the Making: The Development of Graduate and Professional Students*, especially pages 233-240. (See note 1.)

[11]See, for example, Nancy E. Adler, "Women Students," *Ibid.*, p. 209.

[12]This problem as it relates to women graduate students is discussed by Adler, *Ibid.*, p. 203.

[13]See, for example, James C. Hearn and Susan Olzak, "Sex Differences in the Implications of the Links Between Major Departments and the Occupational Structure," in Pamela J. Perun, ed., *The Undergraduate Woman: Issues in Educational Equity*, Lexington Books, D.C. Heath and Company, Lexington, MA, 1982, pp. 291-93.

[14]See, for example, Menges and Exum, pp. 135-36; and Ad Hoc Committee on the Education of Women at Oberlin, "The Education of Women at Oberlin," Office of the Provost, Oberlin College, Oberlin, OH, April 1980, pp. 33-34.

[15]For discussion see Adler, pp. 203 and 209, and Mary P. Richards, "Women in Graduate Education," *Communicator*, Vol. 13, No. 8, pp. 10ff.

[16]See also Moore, note 6.

[17]Daniel J. Levinson, *The Seasons of a Man's Life*, Ballantine Books, New York, 1978.

[18]*Ibid.*, pp. 98 and 238.

[19]For further discussion, see Rosabeth Moss Kanter, *Men and Women of the Corporation*, Basic Books, New York, 1977, pp. 182-83.

[20]See, for example, comments of faculty mentors in Women's Academic and Career Choices, Report of a Career Development Program at the State University of New York College at Cortland, February 1980, pp. 3-4, 18.

[21]Mary P. Rowe, "Building Mentorship Frameworks as Part of an Effective Equal Opportunity Ecology" in Jennie Farley, ed., *Sex Discrimination in Higher Education: Strategies for Equality*, ILR Publications Division, Cornell University, Ithaca, NY, 1981, p. 27 and conversation with Rowe, March 7, 1983.

[22]See, for example, A.R. Hochschild, "Inside the Clockwork of Male Careers," in Florence Howe, ed., *Women and the Power to Change*, McGraw-Hill Book Co., New York, 1975 and M.E. Tidball, "Of Men and Research: The Dominant Themes in American Higher Education Include Neither Teaching Nor Women," *Journal of Higher Education* Vol. 47, No. 4, 1976, pp. 373-89 as cited in Speizer, p. 698 (Note 4).

[23]Adler, p. 198.

[24]*Ibid*, p. 209.

[25]Lawton Wehle Litt and Derek A. Newton, "When the Mentor is a Man and the Protegee is a Woman," *Harvard Business Review*, March-April, 1981, p. 58.

[26]See, for example, M. Elizabeth Tidball, "Perspectives on Academic Women and Affirmative Action," *Educational Record*, Vol. 54, Spring 1973, pp. 130-35 and "Women's Colleges and Women Achievers Revisited," *Signs*, Vol. 5, No. 3, 1980, pp. 504-517.

[27]Elyse Goldstein, "Effect of Same-Sex and Cross-Sex Role Models on the Subsequent Academic Productivity of Scholars," *American Psychologist*, Vol. 34, No. 5, May 1979, pp. 407-10. Like research on mentoring in general, that on the effects of women mentoring women is inconsistent, with some studies indicating that mentoring relationships between women students and faculty may be more personally oriented and less linked to advancement than relationships in which the protege is female and the mentor male.

[28]A concise overview of these problems is provided by Menges and Exum, pp. 131-34.

[29]Janice R. Mokros, Sumru Erkut and Lynne Spichiger, "Mentoring and Being Mentored: Sex Related Patterns Among College Professors," *Working Paper #68*, Wellesley College Center for Research on Women, Wellesley, MA, March 1981, pp. 11-12.

[30]Adler, p. 217; and Marilyn M. Hepner and Linda W. Fasborg, "Women Administrators: Careers, Self-Perceptions, and Mentors," unpublished conference paper, American Association for Higher Education, March 1979, p. 13.

[31]This term as applied to sponsorship was coined by Mark S. Granovetter in an article of the same title, *American Journal of Sociology*, Vol. 78, 1973, pp. 1360-80.

[32]See, for example, Susan W. Cameron and Robert T. Blackburn, "Sponsorship and Academic Career Success," *Journal of Higher Education*, Vol. 52, No. 4, 1981, pp. 369-77.

[33]See, for example, Moore, and Eileen C. Shapiro, Florence P. Haseltine, and Mary P. Rowe, "Moving Up: Role Models, Mentors and the 'Patron System,'" *Sloan Management Review*, Spring, 1978, pp. 51-58.

[34]The following categories are from Shapiro, Haseltine and Rowe, *Ibid.* pp. 55-56.

[35]These and similar items are discussed in "How to Get a Job" and "How to Keep a Job," two pamphlets written by Susan Goldhor, formerly Dean, Natural Science, Hampshire College, Amherst, MA. (For ordering information, see "Selected Resources.")

[36]Rosalind Loring and Theodora Wells, *Breakthrough: Women into Management*, Van Nostran and Reinhold, 1972, as cited in Linda Phillips-Jones, *Mentors and Proteges*, Arbor House, New York, 1982, pp. 139-40.

[37]Goldhor, "How to Get a Job," pp. 1-2. (See note 32.)

[38]These suggestions are largely based on Mary P. Rowe, "Building Mentorship Frameworks as Part of an Effective Equal Opportunity Ecology," Appendix A, "Go Find Yourself a Mentor," pp. 102-4. (See note 21.)

[39]Jean Thomas Griffin and Clara Mayo, "The Paid Mentor: A New Approach to Getting Ahead," *AWP Newsletter*, October-November 1979, pp. 7-9.

[40]For further discussion see Roberta M. Hall, "The Classroom Climate: A Chilly One for Women?," Project on the Status and Education of Women, Association of American Colleges, Washington, DC, 1982, pp. 11-12.

[41]Diana Crane, *Invisible Colleges: Diffusion of Knowledge in Scientific Communities*, University of Chicago Press, Chicago, IL 1972.

[42]For a general discussion of the problems faced by returning women students, see series of papers on re-entry women, Project on the Status and Education of Women, Association of American Colleges, Washington, DC 1980-81.

[43]Conversation with Deanna Chitayat, Dean, Division of Continuing Education, Hofstra University (NY); and Duncan, pp. 233-41.

[44]Several of the following points are based on Deanna Chitayat and Anita Baskind, "The Educational Research Opportunities Program—Final Report" submitted to the National Institute of Education, 1982, pp. 3-7.

[45]Robert L. Davis, Jr. and Patricia A. Garrison, "Mentoring: In Search of a Taxonomy," unpublished master's thesis, Massachusetts Institute of Technology, 1979, pp. 40-41.

[46]Conversation with Martha Redden, Director, Project on the Handicapped in Science, Office of Opportunities in Science, American Association for the Advancement of Science, Washington, DC, July 6, 1983.

[47]Much of the following is based on conversations with Mary P. Rowe, Special Assistant to the President, Massachusetts Institute of Technology.

[48]Levinson, p. 258.

[49]J. H. Block, "Gender Differences and Implications for Educational Policy," Institute of Human Development, University of California, Berkeley, 1980, as cited in Speizer, p. 699.

[50]Conversation with Mary P. Rowe, Special Assistant to the President, Massachusetts Institute of Technology. For further discussion, see Rowe, "Building Mentorship Frameworks as Part of an Effective Equal Opportunity Ecology," p. 27.

[51]Available as part of "The Title IX Packet," Project on the Status and Education of Women, Association of American Colleges, Washington, DC.

[52]Rowe, "Building Mentorship Frameworks as Part of an Effective Equal Opportunity Ecology," pp. 24-25.

[53]An article of this title, consisting of interviews with corporate mentors and their proteges, appeared in the *Harvard Business Review*, July-August 1978, pp. 89-101.

[54]This description is based on Rowe, "Building Mentorship Frameworks as Part of an Equal Opportunity Ecology," pp. 23-33.

[55]*Ibid.*, p. 28.

[56]This description is based on the Educational Research Opportunities Program, a project funded by the National Institute of Education, 1979-1982, at the City University of New York (See "Selected Resources," p. 16.)

[57]This description is based on Martha Tolpin, *A Woman's Guide to Academe: Moving In, Moving Up, Moving Over*, Higher Education Resources Services--New England, 1981. (See "Selected Resources," p. 15).

[58]*Ibid*, p. 3.

[59]This description is based on *Women's Academic and Career Choices*, Report of A Career Development Program at State University of New York, College at Cortland, February 1980.

[60]This description is based on communication with and materials from Susan Trobaugh, Advising Coordinator, Alverno College (WI).

[61]See also the recommendations contained in Model Programs, pp. 9-10.

[62]Barbara Lazarus and Martha Tolpin, "Engaging Junior Faculty in Career Planning: Alternatives to the Exit Interview," *Current Issues in Higher Education, 1979*, American Association for Higher Education, Washington, DC, p. 25.

[63]*Ibid.*

[64]Conversation with Mary P. Rowe, Special Assistant to the President, Massachusetts Institute of Technology, about a mentoring program developed for Bell Labs.

[65]*Forum for Liberal Education*, November/December 1981, Vol. IV, No. 2, Association of American Colleges, pp. 11-12.

[66]For further discussion, see Allan O. Pfnister, Jill Solder and Nina Verroca, "Growth Contracts: Viable Strategy for Institutional Planning Under Changing Conditions?," *Current Issues in Higher Education, 1979: Faculty Career Development*, American Association for Higher Education, Washington, DC, pp. 33-39.

[67]See David R. Hiley, "Faculty Roles in Career Advising of Liberal Arts Students," Association of American Colleges, Washington, DC, 1982, p. 12.

[68]*Ibid.*, p. 19.

SELECTED RESOURCES

PUBLICATIONS

Paper Mentors

The following list provides a sample of "paper mentors," some geared to specific fields and some useful across the disciplines. In addition to those listed, numerous resources—as well as briefer articles on advancement strategies for women—are often available from the women's committees and caucuses of disciplinary organizations and from education associations. (Unless otherwise noted, orders for all materials must be prepaid.)

A Handbook for Women Scholars. Mary Spencer, Monika Kehoe and Karen Speece, eds., Center for Women Scholars, Americas Behavioral Research Corp., 1982, paperback, 141 pages. Available for $10.95 plus $1.50 for postage and handling from 1925 Page St., San Francisco, CA 94117.

A Survival Manual for Women (and Other) Historians. Committee on Women Historians, American Historical Association (AHA), Washington, DC 1980, paperback, 70 pages. Available to members for $4.00 plus $1.00 for postage and handling and to non-members for $5.00 plus $1.00 for postage and handling from the Committee on Women Historians, AHA, 400 A St., S.E., Washington, DC 20003.

A Woman's Guide to Academe: Moving In, Moving Up, Moving Over. Martha Tolpin, Higher Education Resource Services (HERS)-New England, 1981, paperback, 65 pages. (For a discussion of this resource, see Model Program #3, p. 9.) Available for $6.00 from HERS-New England, Wellesley College, Wellesley, MA 02181.

"How to Get a Job" and **"How to Keep a Job."** Susan Goldhor, Pamphlets, 15 and 10 pages. Available for $1.50 each from Goldhor, Center for Applied Regional Studies (CARS), 37 South Pleasant St., Amherst, MA 01002. (For further discussion, see footnote 35.)

Productive Scholarship: Issues, Problems and Solutions. Forthcoming. For further information, contact Mary Frank Fox, Department of Sociology, University of Michigan, Ann Arbor, MI 48109.

Shaping Our Destiny: Techniques for Moving Up in Higher Education. Ernestine M. Copas, Helen H. Mills, Patricia L. Dwinell, M. Louise McBee and Betty J. Whitten, eds., 1983, paperback, 63 pages. Individual copies available for $6.00 each, orders of 10 or more for $4.00 each from Publication Services, Georgia Center for Continuing Education, University of Georgia, Athens, GA 30602.

Up the Ladder: Women Professionals and Clients in College Student Personnel. Beverly Presser Gelwick, ed., American College Personnel Association, 1979, paperback, 140 pages. Available to members for $2.70 and to non-members for $3.00 from Southern Illinois University Press, P.O. Box 3697, Carbondale, IL 62901.

What to Do Until the Mentor Arrives! Kathryn M. Moore; and **Administrative Procedures: A Practical Manual.** Jo Anne J. Trow, 1982, paperback, 12 and 19 pages. Available as a packet, Professional Advancement Kit, to members for $12.00 and to non-members for $13.50 from National Association for Women Deans, Administrators and Counselors, 1625 I St., N.W., Suite 624-A, Washington, DC 20006.

Other Publications

"Building Mentorship Frameworks as Part of an Effective Equal Opportunity Ecology," and **"Go Hire Yourself a Mentor,"** Mary P. Rowe, **Sex Discrimination in Higher Education: Strategies for Equality.** Jennie Farley, ed., 1981, paperback, 148 pages. Available for $7.50 from ILR Press, New York State School of Industrial and Labor Relations, Cornell University, Ithaca, NY 14853. (For further discussion, see Model Program #1, p. 9.)

Mentoring: An Annotated Bibliography. Ruth B. Noller and Barbara R. Frey, 1983, paperback, 75 pages. Available for $9.50 plus $1.00 for postage and handling from Bearly Limited, 149 York St., Buffalo, NY 14213.

Mentors and Proteges: How to Establish, Strengthen and Get the Most from a Mentor/Protege Relationship. Linda Phillips-Jones, 1982. Available in hardback for $13.95 and in paperback for $6.95 from Arbor House, 300 East 44th St., New York, NY 10017.

Mentoring—Transcript Systems for Promoting Student Growth. Robert D. Brown and David A. De Coster, eds., 1982, paperback, 116 pages. Available for $7.95 from Jossey-Bass, Inc., 433 California St., San Francisco, CA 94104.

"Moving Up: Role Models, Mentors and the 'Patron System'." Eileen C. Shapiro, Florence P. Haseltine and Mary P. Rowe. **Sloan Management Review,** Spring 1978, pp. 51-58. Available for $7.00 for entire issue, $6.00 for 1-5 reprints, $1.00 each for up to 100 reprints and $.80 each for over 100 reprints plus 20% shipping and handling from Sloan Management Review, 50 Memorial Drive, Room E-52-325, Massachusetts Institute of Technology, Cambridge, MA 02139.

"The Role of Mentors in Developing Leaders for Academe." Kathryn M. Moore, **Educational Record**, Winter, 1982, American Council on Education, 1 Dupont Circle, N.W., Washington, DC 20036. Available for $7.50 for entire issue.

Women's Academic and Career Choices. Report of a Career Development Program at State University of New York (SUNY) College at Cortland, 1980, paperback, 28 pages. A limited number of copies are available for $1.00 to cover postage and handling from Dr. Alice Walker, Department of Psychology, P.O. Box 200, SUNY-Cortland, Cortland, NY 13045. (For further discussion, see Model Program #4, p. 10.)

PROGRAMS, PROJECTS AND ORGANIZATIONS

American Council on Education
National Identification Program (ACE/NIP)
Donna Shavlik, Director
Office of Women in Higher Education, ACE
1 Dupont Circle, NW
Washington, DC 20036
(202) 833-4692
(This program is designed to help advance women administrators in higher education through regional forums and regional and national networks; however, the principles might be adapted for women students and faculty.)

Association of Black Women in Higher Education
Patricia Carey, Assistant Dean for Students
New York University
Press Building, Rm. 42
Washington Square
New York, NY 10003
(212) 598-2688

Association for Women in Science
1346 Connecticut Ave., N.W., Suite 1122
Washington, D.C. 20036
(202) 833-1998

Educational Research Opportunities Program (CUNY)
Deanna Chitayat
Dean, Division of Continuing Education
Hofstra University
Hempstead, Long Island, NY 11550
(516) 560-5999

Hispanic Women in Higher Education
Sylvia Castillo and Cecelia Preciado-Burciaga, Co-Chairs
Dean of Student Affairs Office
323 Old Union
Stanford University
Stanford, CA 94305
(415) 497-2733

Mentor Program
Office of Career Planning
Wheaton College
Norton, MA 02766
(617) 285-7722

Mentor Program
Nancy Truitt Pierce, Director
Center for Displaced Homemakers
Seattle Community College Combined Women's Programs
6000 16th Ave., SW
Seattle, WA 98106
(206) 764-5802

National Academy of Education
Mentor/Fellows Program
c/o Edmund Gordon, Department of Education
Yale University
New Haven, CT 06520
(203) 432-4209

Peer Advising Program
Susan Trobaugh, Advising Coordinator
Alverno College
3401 39th St.
Milwaukee, WI 53215
(414) 647-3797

Project on the Handicapped in Science
Martha Redden
Office of Opportunities in Science
American Association for the Advancement of Science
1776 Massachusetts Ave., NW
Washington, DC 20036
(202) 467-4497

SELECTED CENTERS FOR RESEARCH ON WOMEN WITH A FOCUS ON MENTORING IN ACADEME

Higher Education Resource Services (HERS)-New England
Cheever House
Wellesley College
Wellesley, MA 02181
(617) 235-7173

Higher Education Resource Services (HERS)-West
Women's Resource Center
University of Utah
293 Olpin Union
Salt Lake City, UT 84112
(801) 581-3745

Higher Education Resource Services (HERS)-Mid-Atlantic
Colorado Women's College Campus
University of Denver
Denver, CO 80220
(303) 394-6985

Wellesley College Center for Research on Women
828 Washington St.
Wellesley, MA 02181
(617) 431-1453

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